

TUSCARAWAS VALLEY LOCAL SCHOOLS
A Parent's Guide to Ohio's New Learning
Standards



GRADE
3



Third Grade

Dear Parent / Guardian:

This pamphlet has been prepared by the Tuscarawas Valley Local Schools to help you become better acquainted with the new Ohio Learning Standards for Social Studies and Science as well as the newly adopted Common Core standards in English Language Arts and Math. We have also included our Tusky Valley "I Can" statements, which you will see listed on your child's report card. These "I Can" statements represent the skills taught to mastery at this grade level. The "I Can" statements directly correlate with the state standards that follow. We hope you will review this material to have an understanding of what your child needs to know and be able to do by the time he or she finishes third grade.

There is nothing more important to your child's future than making sure he or she gets a quality education. We look forward to working together as partners to achieve this goal and make this a happy and successful year for all students. Please feel free to contact your child's teacher or principal should you have any questions or concerns about the third grade curriculum.

Sincerely,

The Staff and Administration of the
Tuscarawas Valley Local Schools

TVLS Reading: Literature 'I Can' Statements:

- ❖ RL1 I can ask & answer questions to demonstrate understanding of a text, referring to the text as a basis for answers.
- ❖ RL2 I can retell stories (including fables, folktales, & myths) and determine their central message, lesson, or moral.
- ❖ RL3 I can describe characters in a story (traits, motivations, feelings) & explain how their actions affect the story.
- ❖ RL5 I can use proper terms to name parts of a text (chapter, scene, stanza) & describe how parts build upon each other.
- ❖ RL6 I can compare my point of view to that of the narrator or characters.
- ❖ RL7 I can explain how the illustrations support the text (create mood, emphasize aspects of a character or setting).
- ❖ RL9 I can compare/contrast themes, settings, & plots of stories written by the same author about the same/similar characters.
- ❖ RL10 I can read & comprehend grade-level fiction, including stories, dramas, & poetry independently & proficiently.

Reading: Literature

Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (Not applicable to literature)
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Complexity of Text

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

TVLS Reading: Informational Text 'I Can' Statements:

- ❖ RI1 I can ask & answer questions to demonstrate understanding of a text, referring to the text as a basis for answers.
- ❖ RI2 I can tell the main idea and supporting details of a text.
- ❖ RI3 I can tell how events in history, scientific ideas or concepts, or steps in technical procedures are connected using key words to show time, sequence, and cause & effect
- ❖ RI5 I can use text features (key words, sidebars, & hyperlinks) to locate important information.
- ❖ RI7 I can use information gained from illustrations (maps, photographs) and the words to determine understanding of the text (where, when, why, and how key events occur)

- ❖ RI8 I can describe the connection between sentences & paragraphs in a text (comparison, cause/effect, first/second/third in a sequence).
- ❖ RI9 I can compare and contrast two informational texts on the same topic.
- ❖ RI10 I can read and comprehend grade-level informational texts, including history/social studies, science, and technical text.

Reading: Informational Text

Key Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades
- 2–3 text complexity band independently and proficiently.

TVLS Reading: Foundational Skills 'I Can' Statements:

- ❖ RF3a I can identify and know the meaning of common prefixes and suffixes.
- ❖ RF3b/c I can decode multisyllabic words including words with common Latin suffixes.
- ❖ RF3d I can recognize and read grade-appropriate irregularly spelled words.
- ❖ RF4 I can read with accuracy and fluency to support comprehension.

Reading: Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TVLS Writing 'I Can' Statements:

- ❖ W1 I can write opinion pieces that introduce the topic, state an opinion, supply reasons that support the opinion, use linking words (because, therefore) to connect opinion/reasons, and provide a concluding statement or section.
- ❖ W2 I can write informative/explanatory texts that introduces a topic, is organized, provides necessary illustrations, uses facts, definitions, & details, uses linking words, and provides a concluding statement or section.
- ❖ W3 I can write narratives to develop real/imagined experiences or events that introduce a situation & characters, use dialogue & descriptions of actions, thoughts, & feelings, use temporal words, and provides a sense of closure.
- ❖ W4/5/6 I can produce and publish a piece of writing with a purpose using the writing process (plan, revise, and edit) and use technology to publish.
- ❖ W7/8 I can recall information from experiences, gather information from print and digital sources, take notes, and categorize information. (Research Projects)

Writing

Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Production and Distribution of Writing

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

TVLS Speaking and Listening 'I Can' Statements:

- ❖ SL2 I can retell key ideas or details after I listen to a text read aloud or information presented.
- ❖ SL4 I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Speaking & Listening

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.L.3.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

TVLS Language 'I Can' Statements:

- ❖ L1a-i I can use grammar correctly in my writing and speaking.
- ❖ L2a-c I can demonstrate command of the conventions of standard English capitalization and punctuation when writing. (titles, addresses, quotation marks)
- ❖ L2d I can form and use possessives.
- ❖ L2e-g I can spell 3rd grade words.
- ❖ L4a I can use context clues to help me understand an unfamiliar word or phrase.
- ❖ L4b-c I can determine the meaning of the new word formed when a prefix or suffix is added to a known word. I can use a root word as a clue to the meaning of an unknown word with the same root.
- ❖ L4d I can use glossaries or beginning dictionaries to determine or clarify the meaning of words and phrases.
- ❖ L5a-c I can demonstrate understanding of word relationships and nuances in word meanings (literal/non-literal, real-life connections between words and their use, shades of meaning).

- ❖ L6 I can learn & use conversational, academic, & subject-specific vocab., including words that show time & place.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular plural nouns.
 - Use abstract nouns (e.g., childhood).
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.*
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotation marks in dialogue.
 - Form and use possessives.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases for effect.*
 - Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those

that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Mathematics

TVLS Operations & Algebraic Thinking 'I Can' Statements:

- ❖ OA1 I can use multiplication to figure out the total number of objects in an array or equal groups.
- ❖ OA2 I can divide to show how to share a set of objects equally.
- ❖ OA3 I can multiply and divide within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
- ❖ OA4/6 I can find a missing number in a multiplication or division problem.
- ❖ OA5 I can use properties of multiplication and division to solve problems (commutative, associative, & distributive).
- ❖ OA7 I can fluently multiply and divide within 100. By the end of grade 3, know from memory all products of two one-digit numbers.
- ❖ OA8 I can use the four operations to solve two-step word problems where a variable is used to represent an unknown quantity and use strategies to decide if my answer is reasonable.
- ❖ OA9 I can identify and explain patterns (including patterns in the addition table or multiplication table).

Operations & Algebraic Thinking

Represent and solve problems involving multiplication and division.

- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$*

Understand properties of multiplication and the relationship between multiplication and division.

- Apply properties of operations as strategies to multiply and divide.²
Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
- Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

TVLS Number & Operations in Base Ten 'I Can' Statements:

- ❖ NBT1 I can use place value understanding to round whole numbers to the nearest 10 or 100.
- ❖ NBT2 I can fluently add and subtract within 1,000 using strategies.
- ❖ NBT3 I can use strategies to multiply one-digit numbers by multiples of 10.

Number & Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

TVLS Number & Operations – Fractions 'I Can' Statements:

- ❖ NF1 / G2 I can recognize fractions as parts of a whole and understand the difference between numerators and denominators. I can divide shapes into equal parts, using unit fractions to describe each part.
- ❖ NF2 I understand and can represent fractions on a number line from 0-1.
- ❖ NF3a-c I can recognize & form simple equivalent fractions & can express whole numbers as fractions.
- ❖ NF3d I can compare fractions with the same numerator or the same denominator and can justify comparisons.

Number & Operations Fractions¹

Develop understanding of fractions as numbers.

- Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.
 - Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form*

$3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.

- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

¹ Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

TVLS Measurement & Data 'I Can' Statements:

- ❖ MD1 I can tell and write time to the nearest minute and can solve word problems.
- ❖ MD2 I can measure volume and mass using customary & metric units and can solve word problems.
- ❖ MD3 I can create a scaled picture graph & a scaled bar graph with multiple categories and can analyze graphs to solve one- and two-step word problems.
- ❖ MD4 I can gather data on lengths of objects in inches, half inches, & quarter inches and can show the data on a line plot.
- ❖ MD5/6 I understand area and can find area by using square units. I can measure areas by counting unit squares (square cm, m, in., ft., and improvised units.)
- ❖ MD7 I can use multiplication and addition to solve for area.
- ❖ MD8 I can solve for the perimeters of polygons when given various pieces of information.

Measurement & Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Represent and interpret data.

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- Relate area to the operations of multiplication and addition.
 - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- ### **TVLS Geometry 'I Can' Statements:**
- ❖ G1 I understand that all shapes within a category share similar attributes and can justify & describe shapes based on their attributes.

Geometry

Reason with shapes and their attributes.

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

Science

TVLS Science 'I Can' Statements:

- ❖ *Earth's Resources 1.* Water, air, rocks, & soil have specific properties.
- ❖ *Earth's Resources 2&3.* Resources can be used for energy. They can become limited & can be conserved.
- ❖ *Behavior, Growth, and Changes 1-3.* Organisms have life cycles, a relationship with the environment, and traits.
- ❖ *Matter & Forms of Energy 1-2.* Matter is found in all substances on Earth & exists in different states that have diff. properties.
- ❖ *Matter & Forms of Energy 3.* Heat, electrical energy, light, sound, and magnetic energy are forms of energy.

Earth and Space Science (ESS)

- Earth's nonliving resources have specific properties.
- Earth's resources can be used for energy.
- Some of Earth's resources are limited.

Physical Science (PS)

- All objects and substances in the natural world are composed of matter.
- Matter exists in different states, each of which has different properties.

- Heat, electrical energy, light, sound and magnetic energy are forms of energy.

Life Science (LS)

- Offspring resemble their parents and each other.
- Individuals of the same kind differ in their traits and sometimes the differences give individuals an advantage in surviving and reproducing.
- Plants and animals have life cycles that are part of their adaptations for survival in their natural environments.

Social Studies

TVLS Social Studies 'I Can' Statements:

- ❖ *History 1-3 Geography 5-6.* Events in local history can be shown on timelines and with sources such as artifacts, maps, & photos. People modify the local environment.
- ❖ *Geography 4.* Places can be located on a map by using the title, key, grid, and directions.
- ❖ *Geography 7.* Systems of transportation and communication move people, products, and ideas from place to place.
- ❖ *Geography 8.* Communities may include diverse cultural groups.
- ❖ *Government 9-13.* Members of communities have responsibilities and make the community better. Laws provide safety, security, and orderliness. Governments make and enforce laws.
- ❖ *Economics 14.* Line graphs are used to show changes in data over time.
- ❖ *Economics 15-20.* Economics includes economical decision making, scarcity, production & consumption, markets, and financial literacy.

History

- Events in local history can be shown on timelines organized by years, decades, and centuries.
- Primary sources, such as artifacts, maps, and photographs, can be used to show change over time.
- Local communities change over time.

Geography

- Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.
- Daily life is influenced by the agriculture, industry and natural resources in different communities.
- Evidence of human modification of the environment can be observed in the local community.
- Systems of transportation and communication move people, products and ideas from place to place.
- Communities may include diverse cultural groups.

Government

- Members of local communities have social and political responsibilities.
- Individuals make the community a better place by solving problems in a way that promotes the common good.
- Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.
- Governments have authority to make and enforce laws.
- The structure of local governments may differ from one community to another.

Economics

- Line graphs are used to show changes in data over time.
- Both positive and negative incentives affect people's choices and behaviors.
- Individuals must make decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.
- A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.
- A market is where buyers and sellers exchange goods and services.
- Making decisions involves weighing costs and benefits.
- A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.

Mission:

The Tuscarawas Valley Local School District will focus on high achievement for all students by providing a challenging curriculum in a positive learning environment.



Positive, Productive, Proud